

**Research Article**

**Students' Lived Experience on Studying in Semester System**

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**Abstract**

In Nepal semester system has been implemented in higher level. This system has discouraged the only final test based evaluation. In this connection the study is concerned to the lived experience of the students studying in semester system. This qualitative study attempts to explore the experience of the students towards semester system. Five students who had been studying in the fourth semester had been taken as a sample of the study. In-depth interview was used as a tool for data collection. The interview was taken in two phases. The collected information through the in-depth interviews was transcribed and coded to develop the themes. Three themes were developed through this study. The experienced semester as a learning platform for the life skill; as they learned the communication, interpersonal, and problem solving skills through it. Likewise, students felt pressures while carrying out their assignments and they also felt pleasure when they completed their tasks. Similarly, students experienced the semester system as a culture of learning. Through the findings of the study it was concluded that semester system is the better than annual system. It makes the room for the learners to learn the life skills and makes them autonomous. It is the best system of the education in the world since it is the students-centered system which involves the learners into the learning activities requiring to fulfill the given tasks.

**Key Words:** Semester System; Learning Platform; Assignments; Student-Centered

**1. Introduction**

To address the research questions set, this paper aims to investigate the decision making status of women politicians and the factors that constrain them. Different systems and

methods of instruction have been developing in the field of education. Among these, the semester system is regarded as one of the best and is used all throughout the world. The annual system is divided into two sections, each lasting six months, by the semester system. Currently, the ideal system for higher education is the semester system. It is a more efficient and student-centered learning approach. There is regular evaluation throughout the six months, in contrast to the yearly. Each semester must be completed by meeting a variety of requirements, including regular attendance, active learning.

Exam-focused reading is discouraged by the semester structure. Students enter the classroom as a result. More significantly, the semester system assesses students' total achievement and overall performance. Additionally, it eliminates memorization and emphasizes teamwork and communication. It fosters a culture of reading both within and beyond the classroom. The reason for this is that before attending class, students must finish their assignments at home. Students learn problem-solving techniques, social skills, and both hard and soft talents. According to Shoukat and Muhammad (2015), the semester system of education is a recognized educational approach in the modern world. It is a successful method of teaching and learning. There is more interaction between teachers and students (Das, 2016).

The semester system was implemented by Tribhuvan University in all master's degree programs and in certain bachelor's degree faculties. The university is currently working to implement this system at the graduate level as well. The purpose of this systemic change was to enforce the academic calendar, make students full-time and committed to their studies, alleviate financial strain on students and their parents by ensuring that students finish their degrees on time, address stakeholders' growing concerns about improving the academic quality of university education through academic rigor, and restore the university's reputation as Nepal's top university and oldest center of higher education.

Adopting the semester system is really going to prove a daunting task for such a large university spread all over the country. However, if the nation prioritizes education and gives desirable financial support to the university, TU will definitely move ahead on the path of achieving academic excellence and will be able to supply capable manpower to meet the growing challenges of the time. TU conducted its programmes only through its constituent campuses prior to 1980. The objective of the semester system is to put emphasis on in-depth learning for the students by developing the required knowledge, attitude, and skills (Pathak & Rahman, 2016). As the number of students willing to acquire the higher education was increasing day by day, it was not possible for the university to accommodate all the students in the constituent campuses. This situation-led to the establishment of colleges in the private

sector. From 1979 –80, TU started providing affiliation to private colleges to conduct various programmes at different levels. One thousand eighty four (1084) private colleges spread all over the country have so far received affiliations from Tribhuvan University.

Though semester system is good system of education but the effective implementation part of it is questionable. Since it requires highly qualified faculties and infrastructures. In TU, there is lack of faculties to handle the semester system out of the Kathmandu valley. As a result, many students have been facing different challenges owing to lack of sufficient materials and manpower. Therefore, as a researcher and a teacher I am going to find out the experience of the students towards semester system through this study. The study has the following objectives: i) to find out the lived experience of the students towards semester system and ii) to suggest some pedagogical implications on the basis of the findings.

### **Statement of the Problem**

The semester system is a student-centered educational system. The major focus of the semester system mostly remains the systematic transfer of knowledge, attitudes, and skill to the learners enabling them to effectively meet some questions of the future. The student remains committed to the in-depth study having enough time to properly know the different aspects of knowledge and skills in this system. The semester system offers the learners a productive learning environment, but it is not immune to liking and disliking, and biased exercises on part of the teachers. However, to implement the system effectively it requires some of the criteria such as libraries, ICT- assisted classes, qualified and skillful manpower and so on. This system has been implemented but the effect upon the students may differ from place to place. Therefore to explore the lived experience of the learners who have been studying in semester system I selected this very issue.

## **2. Literature Review**

### **Semester System in Nepal**

In Latin word semester means six month so, semester refers to a system of education in which teaching learning is held by dividing the annual courses in two equal parts. Some of the countries followed semester system from the school level and some of the countries follow quarterly system in higher education. It shows that educational institution are independent for quality ensure and for providing contextual education.

In our country history of semester system was trace back into national education system plan (NESP, 2028). This plan introduced semester system in higher education. By this consequence the semester system was introduced to all campus by 2030 B.S (Wagley, 2070,

B.S) almost university of Nepal. The eldest university, Tribhuvan University, also introduced semester system by the academic session of 2070 B.S only in University Campus considering the motto of "University Campus as a Center of excellence". Semester system has influenced in the world due to its merit rather than demerits. Firstly the semester system has précised evaluation system which ignored judging the students by taking 3-4 hours exam at the end of the years in which annual system has this provision.

In annual system the curriculum designer textbook writer, teacher, question setter, and answer checker are different; persons. In learning immediate feedback for progressive learning is essential part which has provision in semester System. As a concept the semester system originated in German universities of the west. In many countries especially in the west, the annual system is called Tuition Assistance Programmed (TAP). Even in some British universities the annual system existed fifty years ago (Hashim, 2013,cited in Bhattarai ,2014) so it can be inferred that educationist over the world are not only looking the annual or semester but there are many other including quarterly and term semester and a more recent debate is going choosing either quarter or semester system.

As traditional system of learning annual system covers more syllabuses at a stretch and compels the student to remember all this till the end of the year. Sometimes, when specializations are there otherwise, certain topics will be omitted and the syllabus diluted. Since at the conducted and university gets enough time to prepare question papers and value answer papers. The other advantage procedures where number of examiners and examination also can be reduced, which become more economical for universities. Result can be announced in time and the schedule can be kept. On the other hand, in the semester system the students gets more advantage, become examinations are held. Within months or set up time mid -term exams where the students have ample opportunity to explore their ideals about central and pedagogy the syllabus load is also found to be extended with contents and specific on the discussion. As a result, students get more chances to improve also. Since examinations come within a few months students also will be less in a semester throughout the year but also reduces examination burden the semester systems need of our and a very effective one (Bhattarai, 2014).

Semester system once already introduced during NESP (2028-2032 B.S) and terminate in again by highlighting the merits of the system. Hence the university had been introducing innovative and globally contemporary higher education system called semester system again through its department and open distance learning. Students' Perception towards... 3 Semester system has been perennial major agendas at the meetings of the faculty board of

education since the time of board meeting held on 32nd Shrawan of 2068 B.S (Official Minute record, 2068 cited in Chongbang, 2014). According to the record, the meeting reached to introduce semester based four year bachelor of teacher education (B.T.Ed) program as regular higher education program and bachelor of teacher education (B.T.ed) and master of teacher education (M.T.ed) programs open distance learning mode. From the academic year 2071/2072 B.S Tribhuvan University has commenced the first phase a university level semester system at university Campus, Central Departments based on the experiences gained from the few individual subject semester system.

Higher education is an epitome of the formal education system which plays the major role to formalize structurize and theorize the knowledge. The knowledge is disseminated and brought into practice by the universities by producing human power with proper qualification, skills and visionary for the contemporary system of society transformation and regulation of the system and program are the usual process of the universities. The universities of Nepal have been developing and implementing such new education system and program to replace the obsolete ones.

Aggarwal (1997) argues that only that system of education is good which ensures effective learning. The criterion for success is effective learning. So, some precautions or some details about the semester system must be informed to the students before switching from annual to semester or from semester to quarter system. Evaluation is a cyclical process having four phases: preparation, assessment, evaluation and reflection.

Hashim (2012) states that an annual system is a traditional method that gives students an ample chance of two years to understand and grasps concepts, and sits for a comprehensive exam at the end of two years. This exam includes both subjective and objective portions but it predominantly tests on subjective and comprehensive exam.

Mazumdar (2010) compares semester and annual system of higher education in his seminar paper. According to the author, both the system shave merits and demerits .Annual is traditional system of education. Annual system covers more syllabuses sat a stretch and compels the student to remember all this till end of the year. In semester system, students get more advantages, since examination is held within months. Therefore what is studied remain afresh in their mind. Syllabus load also will be less. Students get chances to improve also. Since the examinations come within a few months, student unrest less in a semester system. The semester system is very proactive system as it engages both the faculty and the students throughout the academic year in academic activities. While, in annual system students on the student enters the college he feels free and thinks about studying only during

the exam time. The semester is the need of hour and very effective one. PBK Architects and Kimball office (2010) have indelicate the changing state of education. Higher education is re-evaluating class room functionality.

Advances in technology and increased student diversity have driven the change from a lecture platform to a collaborative teaming environment. Chalkboards and rows of chairs with tablet arms are no longer efficient learning spaces. Universities and schools are seeking spaces that allow for multi-modal pedagogy which is a blending of teaching methods and technology for effective hands out and interactive learning; collaboration which prefers to learning from each other and flexibility which allows classrooms to be adaptable to support multimodal pedagogy.

Farooq and Ullah (2008) concluded that success in mathematics depends upon attitude towards mathematics. It also influences the participation rate of learners. This study was based on a survey of high school students about their attitudes towards mathematics. Students of both the gender constituted the population of this study. Sample of the study was 685 students (male = 379 and female = 306) of 10th grade selected conveniently from 10 private and public sector schools. A questionnaire ( $\alpha = 0.7452$ ) was used to examine the attitudes of male and female students towards mathematics at secondary school level. Descriptive statistics and t-test with  $P < 0.05$  level of significance were used for data analysis.

### **Difference between Semester and Annual System**

Annual and semester system are two popular of education which have been employed by the many Universities throughout the world. Annual system is taken as a old system and teacher-fronted, whereas semester system is a new and student-friendly. There are some crucial differences between them which have been discussed below:

The annual system refers to a university education system where the exams are held after one academic year, whereas the semester system refers to an education system where exams are conducted after a period of five or six months. Within the semester system, the evaluators assess the students continuously. Therefore, from the side of the students, the semester system is better for student concentration and learning. When it comes to the annual system, the examinations are held at the end of each academic year. This often overburdens the students academically. Through the semester system, the students are continuously assessed as the examinations are held at the end of each semester. Therefore, the students continue to prepare daily and perform better and obtain good marks. However, under the annual system, the students frequently start their preparation for the annual exam at the last minute and consequently obtain lower marks.

## Evaluation System

**Internal evaluation.** Internal evaluation will be conducted by the instructor based on the following activities: Attendance 5 marks, participation in learning activities 5 marks, first assignment/mid-term exam 10 marks, second assignment/assessment 10 marks, and third assignment/assessment 10 marks.

**External evaluation.** 60% Examination Division, Office of the Dean, Faculty of Education will conduct final examination at the end of the semester: Objective questions (multiple choice questions)  $(10 \times 1) = 10$  marks, Short answer questions (6 questions with 2 OR questions)  $(6 \times 5) = 30$  marks and long answer questions (2 questions with 1 OR question  $(2 \times 10) = 20$  marks.

## Importance of Semester System

Semester system is taken as one of the best educational system in the world. Hence, it has been implemented throughout the world by renowned Universities including south Asia. There are numerical merits of the semester system. Semester system provides an opportunity for continuous learning assessment and feedback as there is interaction and feedback sessions in this system. It facilitates the better understanding of the subject because there learning by doing. Students are actively participated in learning through different activities. Semester system is student-centered for there is more interaction between students and students and teacher and students.

Semester system improves students' regularly study habit as there evaluation regularly and feedback sessions. It provides the best room for the improvement of the learning. In semester system 85% attendance and 40% internal evaluation is taken, hence students must be regular and should be actively participated in learning. It provides an opportunity to students for continuous learning and assessment/feedback and a better paced understanding of the subject. There is more focused class interaction because of continuous engagement between students and teachers. This provides regular study habits among students. The main advantage is that the performance would not be judged at the end of one year rather conducting examinations twice a year helps in regularly evaluating the student progress. The examination study loads of the students half since they are required to prepare half of the content as they are currently required to prepare for the final examination. As a result it enables a more in-depth study and understanding of their concerned subjects.

Interdisciplinary plays an important role in the way subjects are being conceptualized and knowledge integrated across diverse disciplines. Semester system facilitates the possibility of

undergraduate students imbibing relevant knowledge and skills that are not contained within the disciplinary boundaries of their primary subject areas. A semester system allows greater freedom and scope for designing and delivering a variety of courses that the students can pick flexibly to enhance the quality of their learning. Therefore, it is considered as the best system in the higher studies in the academia.

### **3. Materials and Methods**

This study is based on an interpretative research paradigm because it assumes a relativist ontology, a subjective epistemology, and a naturalistic set of methodological procedures (Creswell & Poth, 2018). This qualitative study is based on phenomenological study that is based on the lived experience of the students who have completed their thesis writing task. Defining phenomenology, Maruna and Butler (2005, p. 2) write, 'Phenomenology... simply refers to the description and understanding of lived human experience through observable forms of immediate cognitive experience and reflective analysis.' The phenomenological approach is viewed as the highly appropriate means to research human experience (Wimpenny & Gass, 2000) due to which this design was selected for this study.

This study is qualitative study since data are thematically presented. The design is phenomenology as it tries to explore the lived- experience of the learners towards semester system. And the sample of the study were selected purposively. Phenomenological design is a qualitative research approach that focuses on exploring and understanding the lived experiences of individuals. Rooted in the philosophical works of Edmund Husserl and Martin Heidegger, this method seeks to uncover the essence of phenomena by examining how people perceive and interpret events, situations, or concepts. Researchers using this design aim to describe experiences as they are, free from preconceived notions or biases, through a process called "bracketing." This approach emphasizes subjective experiences, intentionality, and the first-person perspective, making it particularly valuable for gaining deep insights into human motivations, emotions, and actions. Phenomenological design is widely used in fields such as psychology, sociology, and healthcare to illuminate the meaning of experiences that are often overlooked in daily life.

### **Sample and Population**

In qualitative research, the concepts of sample and population are crucial for ensuring meaningful and focused exploration of a phenomenon. For your study on students' experiences in the semester system, the population refers to the larger group of individuals who share relevant characteristics, such as all students enrolled in the semester system at your institution. However, due to the in-depth nature of qualitative analysis, it is often



impractical to study the entire population. Instead, I have purposefully selected a sample of five individuals who are representative of the population and are likely to provide rich, insightful perspectives. Purposive sampling, as employed in your study, is a strategic method where participants are chosen based on specific criteria and their ability to contribute valuable information about the research topic. This approach aligns well with qualitative designs, as it prioritizes depth and quality of data over quantity, aiming to capture the unique and varied experiences of the students within the semester system. Phenomenological samples are nearly always purposive (Clark, 1988 as cited in Whitehead, 2002 p.499). The participants were from the Rupandehi district who had been doing their Masters from Bhairahawa Multiple Campus, Bhairahawa, Nepal.

### **Data Collection Procedure**

After informing the objectives and confidential nature of the study, the participants provided their verbal consent to take part in this study. After the consent, I arranged a time for interviews and took in-depth interviews from both of the participants in two different phases. In the first phase, both of the participants were interviewed and their interviews were audio-recorded taking their permission. I used the open-question „funnel“ technique while taking interviews. The „funnel“ technique of interview which was described by Cohen and Manion (1989), starts the interview process with general non-threatening questions that are designed to place the interviewee at ease in the initial stages and after the interviewee appears to have relaxed, the focus of further questions becomes more specific and knowledge-intensive (Whitehead, 2002). After transcribing the recorded interviews, I realized that some important points related to the experience of participants which were crucial to this study were missing. So, I arranged the next phase of interviews to include some more points related to the participants' experience. Then, I embedded the data gathered through the second phase in the interviews taken in the first phase.

### **Data Analysis Procedure**

The thematic analysis method was used to analyze data. This is a method for "identifying, analyzing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). Six phases of data analysis of thematic analysis as presented by Braun and Clarke (2006) were used to analyze the data and present the report of the themes. Accordingly, in the first phase, I transcribed all the interviews and became familiar with my data reading and re-reading them. Then, coding of data in a systematic fashion from both transcribes was done. In other words, I generated initial codes. After generating initial codes, I collated codes into potential three themes and their subthemes and gathered all data relevant to each potential theme and

subthemes. Then, the themes were reviewed to make sure if the themes work. Finally, the themes were given names, and the report was produced.

### **Trustworthiness and Quality Standards**

To maintain trustworthiness and standard quality for qualitative research credibility, transferability and dependability and conformability. With the help of these criteria I also tried to make my study more reliable, credible and transferable. Credibility is a measure of truth value of qualitative research. It involves in establishing the qualitative results as believable from the perspective of the participants in the research. To establish in my study, I myself reached the participants and conduct interviews and carried out re-interview to refine the data as necessary.

Transferability denotes the degree to which the results of qualitative research can be generalized or transferred to other context and setting. The outcome of my study is completely based on the findings of the field study. Therefore, I claimed that this study could be transferrable and generable to other context. For this, I avoided my biases and personal influence on the participants during the process of data gathering but utilized them to interact with the field information and revised my understanding with every steps of new information for interpretation and explanation of the field information.

Dependability is concerned with the results whether we would obtain the same (results) if we could observe the same thing twice and again. Regarding my study, if we visit the same case in the same context I believe we would have the same results if the work were repeated in the same context, with the same methods and with the same participants, similar results would be obtained to ensure dependability I have explicitly described my study context.

Conformability refers to the degree to which the results could bring a unique perspectives confirmed by others. For its conformability, I have documented the procedures for checking and re-checking the data throughout the study and respected the negative instances that contradict the prior information.

In this way, for establishing the trustworthiness and standard quality of my research through credibility, transferability, dependability and conformability I have member checking, prolonged engagement in the field, collaboration, thick description pre review, pre- debriefing and external audits.

## **4. Results and Discussion**

### **Recognition of opinions in parties**

This chapter discusses the lived- experience of the students towards the semester system. The codes of: frustration, pleasure, learning skills like communication, rapport building, reading, interpreting, critical thinking and exploration skills were merged into three themes: Semester system as a learning platform, feeling pressure and pleasure while working with the thesis, creating the learning environment.

### **Semester System as a Learning Platform for Life skills**

Semester system is a system in which the students totally involve in the learning process. Students are engaged in the different group works and projects. They need to involve and be regular. They learn the presentation skill, critical reading skill and interpretation skills. Hence, it is a learning platform. The participants of the study expressed their views in this way. Five students who have been studying in fourth semesters were taken in-depth interviews regarding semester system. After taking interviews it was identified that semester system was the skills learning platform for the learners. One of the participants of the study Dinesh (pseudonym) responded that: Unlike annual system, semester system taught us many life skills while studying. It taught us to work collaboratively and also enhanced leadership skill. While writing term-paper I went to the different places for collecting data and met with different people. I communicated them and got required data for my assignment which made me practical and develop my interpersonal skills.

To fulfill the requirement of the semester system, students must write the term paper and carry out the project work. Hence they have to go to new place and met the stranger which makes them to do many works. Like to communicate, to convince, to collaborate and to be patient. These are the very skills which are necessary in our life. Therefore, semester system humanize the person. In this connection, next participant of the study Kanti (pseudonym) mentioned: I was very dull and timid in my initial days in my study in semester. However, while studying semester my personality changed. It forced me to talk with my friends, to work in group, to ask for help and many more. Indeed, it was teaching me the skills. I learnt how to collaborate, how to ask for help, how to assimilate in group work.

Completing semester develops the whole skills. It needs to do many things not only memorization. Students are exposed with different inputs which are interdisciplinary and multidisciplinary in nature. This helps to develop the capacity of the students. Next participant of the study Ramananda (pseudonym) stated: Before I began to study in semester I was not

very good to collaborative with people. I could not talk to people in well manner. Such as I used to use direct language to my seniors as well. But in semester I learnt the skills for the effective communication. For example, before asking something greeting is necessary.

Streve & Meneshe (2017) pointed out there is sufficient evidence about the potential of students: active learning practice in semester system than in annual system which teach the life and social skills which are very much essential to live successful life. Hence apart from gaining the expertise in higher studies students learn the skills necessary to cope with advertise.

### **Study in Pressure with Pleasure**

In semester system students have to submit their assignments of each subjects on regular intervals within given deadline which creates pressure on students. Students feel the sense of achievement when they complete their assignment and semester. One of the participants of the study Sarita (pseudonym) responded: In the beginning of the semester I felt very nervous because we had six subjects in each semester and we had assignments of each every month. It is because we didn't have the habit of such works in our bachelor or annual system. Each assignment needs different aspects to be fulfilled. Sometimes I felt frustrated but I felt pleasure when I completed first semester.

In each semester of M. Ed, students have six subjects and three internal assignments of each subjects apart from final examination. It is the challenging tasks for the beginner of semester system. Slowly and gradually they feel pleasure when they become habituated. Hence, they move from challenging stage to self-satisfaction. On this regard Manoj ((pseudonym) expressed: In the initial days of my semester studies I got very puzzled regarding the assignments to be fulfilled. Some works made me confused and put me in dilemmas. I began to think that I will not complete my study. But with the help of my teachers and friends. While working in groups my colleagues supported me to fulfill the given tasks. By the end of the first semester I began to visualized the things vividly and began to feel relief.

Unless and until the students are familiar with the tasks that are needed to fulfill and nature of the courses, they seem to fall in the puzzles and confusions. Later on, when they become familiar they become happy with the work that they fulfilled. In this connection Dinesh (pseudonym) opined: I had thought as an annual system to semester system but when I knew the criteria to be fulfilled to pass semester I felt very terrible and anxious. I became nervous that time and asks for the suggestion from the seniors. I studied semester in pressure since the time is limited. However, at the end of the first semester we became familiar and habituated.

Studying in semester system after annual system gives the sense of pressure and pleasure. As they have to fulfill different assignments on time in this sense there is pressurize learning and they achieve what they have done at the end of semester which gives them a sense of pleasure and happiness. In this reference Ramananda (pseudonym) stated: Reading the authentic materials was very hazardous task for me as I had not been habituated learning the authentic materials in my bachelors. I got puzzled and nervous to carry on at the beginning. But later on I learned to be patient and creative. I thought the alternative way to solve the existing problems. In this way, I overcame this problem and I had the sense of satisfaction finally. To be habituated for learning in semester students had to be patient and dedicated. Students feel very anxious at the beginning in the semester system. However, when they become familiar to everything they have the feeling of satisfaction and they will be in right tract. Hence it is the important learning platform.

### **Semester system as a culture of learning**

Learning atmosphere and semester system are the synonym to each other. Since learning goes through the whole semester. Students learning and evaluation process goes side by side. They learn by completing certain tasks and they deeply soaked in learning Semester system encourages the learning habits. . There is learning by doing different tasks and activities. Most of the participants of the study expressed their views as favourable learning. On this regard, Kanti (pseudonym)

Semester system cultivated the learning environment on me. I frequently visited the library and bought many books for preparing the term-papers and project works .I worked collaboratively with my friends to accomplish my tasks. We supported each other and learn from each other. In this sense, it enhanced the learning culture among us.

In semester there is learning culture among students as they help each other to complete their group project. They study in group and learn from each other. There is the culture of sharing and caring. The students learn together and grow together. In this connected, Ramananda (pseudonym) opined

In annual system I solely depend upon the notes and a book for my studies. But when I enrolled in semester system I got to know that what is studying. Reading became the part-of my life. I began to read the books working in kitchen and garden. I took the book before going outside. It develops the culture of reading upon like me students.

In semester, students are bound to do the extensive studies. They should read many books and articles to complete their studies. They should google the articles to fulfill their given

tasks, and study of semester which ultimately develops the culture of learning among the students.

In this connection, Dinesh (pseudonym) stated: Semester system made me a real learner, good analyzer and risk taker. It made me autonomous learner and pro-active. I experienced it as the culture of learning. I learnt a lot in semester system and have been learning. I feel learnable environment in semester system.

In the context of T.U semester system is newly born system. Students develop different skills and makes student active. Semester system is mostly adopted in worldwide. The main motto of semester system is to put emphasis on continuous comprehensive and in-depth learning aiming the capacity building of the students by developing required three domain of learning, cognitive affective and psychomotor to become an efficient and effective citizen. Different types of assessment are taken in semester system frequently.

## **5. Conclusion**

The study explored the students' experience of semester system. Five students who had been studying in the semester system were taken as the sample of the study. The in-depth interviews was taken and interviews were transcribed, coded and grouped. The three themes were developed out of the interviews. It was found that semester system is platform for life-skills, since cooperative, collaborative, communicative and intrapersonal skills were learnt by the learners. Likewise, there is the pressure in the submission and doing of the assignments on time and finally pleasure when they complete the tasks and find some sense of achievements. Similarly, it developed the culture of learning among the learners since students were inspired to search the materials online and prepare their assignments. As the students argued that they were given the time to seek, collect, use and store the information, they find this system very useful for gaining the knowledge. As the students put forward their views on the pressure of the assignment submission timely, they were compelled to complete the assignments and project work on time, however when they completed their tasks they felt rewarded and happy with their learning. Therefore, it can be concluded that this system has been the effective mode of learning where the students get the chances to improve their learning from the very beginning.

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